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ABSTRACT

Tufts University Library Curriculum Laboratory provides a classification scheme for textbooks designed for simplicity, flexibility, and accessibility. In this scheme elementary materials are separated from secondary materials, and are further subdivided first by subject, then by publisher, grade level, and edition. Further subdivisions are possible within curriculum area and level. Cards are filed by subject headings assigned from "Textbooks in Print" and then by publisher, with simplified procedures for series. An outline for processing, some examples, and sample notations and abbreviations are included. (LS)

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A CURRICULUM LABORATORY CLASSIFICATION SCHEME FOR ELEMENTARY AND SECONDARY SCHOOL TEXTBOOKS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Textbook publishers, education corporations, government-funded programs, research organizations and public school systems are producing an almost endless flow of textbooks and other educational materials, with more and more of them coming in non-print format. Audio-visual materials, curriculum guides, tests and test specimen sets are becoming available on microform. These different formats of curriculum materials create problems of organization. One of the more observable problems is that of textbooks, which make up the bulk of a curriculum laboratory collection. For years, curriculum librarians, education specialists, school librarians and others, have been faced with the problems of processing and organizing textbook collections. Each curriculum librarian has had to invent his/her own system because there are no standardized organizational guidelines available. This article is written in the hope that a scheme developed at the Tufts Curriculum Laboratory may serve as a guide for other education librarians faced with the problem of how to classify a textbook collection.

The Tufts University Library Curriculum Laboratory is an instructional resource center for student teachers and graduate students in the Department of Education. The Department offers courses oriented toward teaching methods and techniques, such as Instructional Materials and Methods, Reading in Elementary School, Learning Disabilities in the Classroom, Principles of

IR 003 496

Teaching Applicable to Subject Matter, and Supervised Teaching. The Curriculum collection is also made available to teachers in the neighboring communities of Medford and Somerville and other interested professionals. The collection includes sample textbooks, workbooks, curriculum guides, tests, test specimen sets, educational pamphlets and a limited number of teaching kits and non book materials. Most of the materials are donated by publishers, education corporations, research organizations and others.

The Classification Scheme for Textbooks

The collection is shelved in an open-stack area with textbooks classified according to a scheme developed in the Laboratory over the past ten years. The scheme was devised to fit a small current textbook collection of 5000 volumes or less. Several factors were taken into consideration in devising this scheme. First, textbooks are subject to constant revision and replacement. Second, the nature and use of textbooks does not justify the time of a professional cataloger. Third, there is a diversity of sizes, shapes, printing and binding which affects organization and shelving. Fourth, there are multiple author, editor and consultant listings for a series. Finally, for the most convenient access and visibility, a scheme should maintain the integrity of the publisher's series. This often includes a textbook, teacher's edition, workbook, and other types of materials.

The three basic guidelines in the classification scheme of a textbook collection are simplicity, flexibility and accessibility. This scheme first of all separates elementary materials from secondary school materials. Within each of the school divisions, the material is further divided first by subject, then by publisher, grade level and edition, in that order. To make shelving of these materials according to the scheme possible, each book is

assigned a call number which identifies the several classification divisions by a set of symbols. For example, a basic fifth grade science book can be represented as follows:

Elem.-Sci
HM: 5
1975

The notations and abbreviations refer to the following subdivisions:

(1)	Elem	- Elementary	-	school division
(2)	Sci	- Science	-	subject area
(3)	HM	- Houghton Mifflin	-	publisher
(4)	5		-	grade level
(5)	1975		-	edition

For many curriculum areas a second division can separate the book according to the development of curriculum patterns and structure. Thus, the symbols for a basic third grade reader text can be represented as follows:

Elem.-Eng.
Rea: B
HM: 3
1975

The abbreviated notations used are: Rea for "Readers or Reading," which categorizes the book according to the special subject, and "B," which denotes the curriculum pattern or type within the subject as "Basal or Basic."

To further subdivide a textbook by educational level within a subject, the symbols for a third grade remedial reader can be represented as follows:

Elem.-Eng
Rea: R
HM: 3
1975

Capital R denotes the level within the subject and designates "Remedial."

Subject abbreviations and symbols used to represent curriculum areas can be combined as a device to represent relationships between two or more areas, as listed in Textbooks in Print. Using this scheme, books can be classified and arranged on the shelves so as to indicate their uses in the curriculum.

This arrangement makes it possible to: 1) assign abbreviations and symbols to each book in the collection; 2) expand or contract curriculum areas to fit the changing needs of the collection; 3) classify in such a way as to make plain the curricular relationships involved; and 4) supplement the curriculum with special books for special teaching and learning situations.

The Cataloging and Filing Arrangement

The basic arrangement of cards in the catalog is by subject with the headings assigned from current issues of Textbooks in Print. Then, within each subject area, cards are arranged alphabetically by publisher, a method which experience has shown to be a more practical and useful guide to a collection of this kind.[1] Each publisher's card includes a listing of all texts in a series and the number of copies represented in the collection. All texts in a series are listed as follows: M (for student text or manual), TE (teacher's edition), WB (workbook), WB/TE (workbook, teacher's edition). These designations are penciled in following the grade levels. This procedure eliminates the necessity of cataloging each item individually. A catalog card for a basal reader series can be represented as follows:

[1]Many curriculum series have as many as eight, nine or ten authors, plus educational consultants, illustrators, etc. In this scheme, only the first name listed on the spine of the book or on the title page appears as the author on the card, and et al. is used to identify multiple authorship.

Elem.-Eng
Rea: B BASAL READER
HM: 1-8
copies: 27 Houghton Mifflin Company
HOUGHTON MIFFLIN READING PROGRAM [series]
by William K. Durr et al, 1974.

grade 1	M	TE	WB	WB/TE
grade 2	M	TE		
grade 3	M	TE		WB/TE Test
*grade 4	Kaleidoscope	M	TE	WB
grade 5	M	TE	WB	Film

cont'd next card

* A different Title in a Series.

Elem.-Eng
Rea: B
HM: 1-8
card 2 Houghton Mifflin Company
HOUGHTON MIFFLIN READING PROGRAM...

grade 6		M	TE	WB	WB/TE Test
grade 7	Serendipity	M	TE	WB/TE	
* grade 8	Diversity	* M (3)		WC (2)	

* Refers to 3 copies of the Manual and 2 Copies of Workbook.

1976

Processing

The preceding are guidelines for textbook classification used by Tufts Curriculum Laboratory collection. For statistical purposes, textbooks are assigned accession numbers as they are added to the collection. The processing and accession procedures are outlined below.

PROCESSING

1. Assign accession number to text.
2. Verify principal author in Textbooks in Print; indicate on title page of book.
3. Stamp with identification stamp.

ACCESSION NUMBER

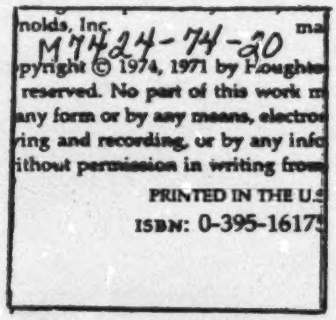
PURPOSE — an accession number is assigned to each book added to the collection. Consecutive numbers are assigned to the books added in a subject area for the fiscal year (1 July-30 June). This method provides a quick statistical reference of each subject area and is a tool for evaluating the item's usage within the collection when considering material for withdrawal.

LOCATION — the accession number is penciled in under or over the copyright date.

INFORMATION — the accesion number indicates:

- type of material
- year of publication
- edition
- grade or level
- year added to collection
- consecutive number at time of addition

EXAMPLE: THE HOUGHTON MIFFLIN READERS [series]: Kaleidoscope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PRINTED IN THE U.S
ISBN: 0-395-1617

ACCESSION NUMBER: M7424-74-20

M	-	type of material	- studert text
74	-	year of publication	- 1974
2	-	edition	- second edition of series
4	-	grade level	- fourth grade
74	-	year added to collection	- 1974
20	-	consecutive number	- 20th basal reader added during 1973-74

Abbreviations used in accession numbers

M	-	manual (student text)
TE	-	teacher's edition or guide for text
Wb	-	workbook
Wb/TE	-	teacher's edition of the workbook
Test	-	test(s) to accompany text or series

AUTHOR NOTATION

Many series have a number of co-authors. For consistency within a series the principal author of a series, verified in Textbooks in Print, is used when making charge cards and pockets and bibliographic information for the inventory. The author will be identified on the title page either by using double underline under the first letter of the author's last name ($\underline{\underline{=}}$); or indicated by a handwritten notation on the title page.

This scheme was devised to meet the needs of a small collection with limited staff. Brief and concise, the scheme releases the staff to assist patrons in research and reference while still providing a systematic means of organization.